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ABSTRACT

Written for use at Glassboro State College (New Jersey), this guidebook is designed to make college composition teachers aware of the writing competencies they should expect from their students, to provide those teachers with a technique for reacting to student papers, and to provide them with advising and referral information for students with writing problems. The various sections offer the following: results of a survey of business and industrial organizations to ascertain the communication skills required for entry-level positions and how those skills are determined by the employer; results of a survey of the college's faculty concerning their role in ensuring the writing competency of general studies graduates; the writing competency criteria, writing evaluation form, and correction symbols used at the college; steps in making the writing assignment; suggestions for teaching the writing of research papers, including suggested research manuals and a research paper rating sheet; suggestions for the essay question; advising information, including a discussion of the college learning skills center, lists of writing handbooks and of writing courses offered at the college, and rules for exempting a student from a course; and some thoughts on grading. Three student papers and their rating sheets are appended. (FL)

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ED177609

ON READING WRITING

A GUIDEBOOK TO STUDENT WRITING

PREPARED FOR THE FACULTY OF

GLASSBORO STATE COLLEGE

Glassboro, New Jersey

Mary Anne Palladino

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PREFACE

The main goal of this booklet is to help our students to recognize the importance of and then to produce competent – even quality – writing. If we agree that this goal requires a total college effort, then the second goal is to help the faculty to help the students. A third and concomitant goal is to standardize our expectations throughout the institution and our methods of reacting to student writing.

A basic assumption motivating this work is that when students realize that only competent writing will be accepted by any instructor in any course, they will attempt to meet the competency criteria. This guidebook, therefore, is designed to (1) make you aware of the writing competencies you should reasonably expect from your students; (2) provide you with a technique for reacting to student papers; (3) explain some of the jargon you may be using; (4) provide you with advising and referral information for students with writing problems.

It is with trepidation that one presumes to offer colleagues guidance in evaluating student papers. Thus, I am very grateful to my colleagues across the campus who have provided encouragement, support, and advice for this guidebook. Students also have been most supportive. My thanks especially to the students who voluntarily submitted their papers to be used as samples. I am even grateful to those students who over the past year have neglected to pick up the papers from which I gleaned the examples for the correction symbol section.

A special thanks also to the secretarial staff – Karen Gant in the Communications Department and Pat Daniels in Dean Donovan's office – who prepared the manuscript and to Dr. Donald Gallagher who conducted the Management Institute survey. A final thanks to Dr. Alan Donovan and Dr. Lawson Brown for providing this unique opportunity to reach all of you with this guidebook.

It might be wiser if I were to go underground, as does a now famous grammarian, and ask you to address all suggestions and complaints to a P.O. box in Alaska. But I am boldly asking you to send your reactions to Mary Anne Palladino, Communications Department, Glassboro State College (445-7185).

* *

SURVEY RESULTS

Two surveys conducted during the past year have provided motivation and encouragement for this guidebook.

SURVEY OF BUSINESSES, INDUSTRIES, AND ORGANIZATIONS

In the fall of 1976, Dr. Donald Gallagher of the Communications Department conducted a survey of businesses, industries, and service organizations to help ascertain the communication skills required of college graduates in current entry-level positions and to discover how those skills are determined by prospective employers. Of the 300 questionnaires sent to members of the Management Institute, 93 were returned, representing primarily business and industrial organizations. The following findings were gleaned from the responses, many of which were open-ended:

1. The job application is the instrument commonly used to determine the writing skills of a college graduate applying for an entry-level position.

2. The interview is commonly used to determine the speaking ability of a college graduate applying for an entry-level position.

3. It is generally assumed that the reading level of a job applicant is comparable to the level of the applicant's education.

4. The major weaknesses found in the writing skills of college graduates who come into entry-level positions are mechanics, clarity, organization, and economy.

5. The major weaknesses found in the speaking skills of college graduates who come into entry-level positions are poor delivery, lack of organization, failure to analyze the audience,

and wordiness.

6. Memos, letters, and reports are the principal writing tasks required of college graduates in entry-level positions.

7. Many entry-level positions require that college graduates have skill in small group discussion, interpersonal (sales) communication, and instructional techniques.

8. Current college graduates seem better prepared than those of ten years ago in speaking, listening, and non-verbal communication.

LASER SURVEY

In the spring of 1977, a brief questionnaire was enclosed in the Laser (the Liberal Arts and Sciences Educational Review). This survey concerned the role of all faculty in ensuring the writing competency of G.S.C. graduates. Responses to the four questions were received from 118 faculty members, 88 students, and 27 others (staff members, administrators, Glassboro High School faculty, and business people). Following are the questions, the data on the responses, and some representative comments from the respondents:

1. Should students in all majors be required to demonstrate minimal writing proficiency to qualify for a bachelor's degree?

	Yes	No	Undecided
Faculty	112	4	2
Students	85	3	0
Others	27	0	0

COMMENTS

"The B.A.-B.S. degree symbolizes a certain quality of learning. A student's writing skill should reflect that quality." (Faculty)

"Students applying to college should show minimal writing proficiency and a much improved ability following 4 years of study. Let's raise the standards and expectations at G.S.C." (Student)

"It is essential for everyone that hopes to hold a position of responsibility to be able to communicate by writing, whether in industry, government, education, etc." (Other)

2. Should students' writing competency be the responsibility of all faculty, not only those faculty specifically charged to teach writing?

	Yes	No	Undecided
Faculty	99	16	3
Students	58	30	0
Others	24	2	1

COMMENTS

"Definitely. A student who writes badly should be stopped in his tracks and required to get remedial work." (Faculty)

"I agree, but in addition, it should be required that all faculty (with some rare exceptions) assign some written work in every semester of every course." (Faculty)

"Teachers who refuse to take this responsibility reinforce the students' lazy habits." (Student)

"I would put more effort into my writing and I'm sure it would improve my ability to write if more teachers cared." (Student)

3. Should instructors in all disciplines evaluate students' papers on the basis of both content and writing proficiency?

	Yes	No	Undecided
Faculty	95	18	5
Students	64	24	0
Others	25	2	0

COMMENTS

"I believe that the instructor should correct the writing and provide assistance in this area, but it should not affect the grade." (Faculty)

"In-service programs should be provided to aid faculty in this evaluation." (Faculty)

"It is irrelevant how much you know if you are unable to express yourself. A paper with superior content must be decently written in order to be coherent." (Student)

"The ability to write proficiently will demonstrate further that the student does grasp the

discipline well because he or she is able to communicate it through writing." (Other)

4. Should two grades be given on student papers – one for content and one for writing proficiency?

	Yes	No	Undecided
Faculty	34	72	12
Students	38	48	2
Others	16	9	2

COMMENTS

"I think this is a very good idea. I have too many students with good thoughts and ideas who have no concept of how to express them intelligently in writing. I find this predicament a sad one." (Faculty)

"A student paper (not unlike any other type of paper or report) is an attempt to communicate a message. The clarity and coherence of that message are integral parts of any piece of communication and cannot be viewed as separate entities. 'Two grades' reinforces the attitude that 'writing proficiency' is a separate (and frequently perceived unequal) aspect of a paper." (Faculty)

"This would be a good way to encourage students to work on improving their writing. The two required Communication courses provide enough of the writing and speech fundamentals. What is needed is the practice of these fundamentals. Writing is a skill which must be practiced – just as any other skill – before any improvement can be made." (Student)

"The ability to write (communicate) is a part of the proficiency in any discipline. It cannot be graded separately." (Other)

* *

WRITING COMPETENCY CRITERIA

Writing competency criteria will admittedly vary from course to course and from assignment to assignment. There are, however, certain generally accepted practices regarding the mechanics of expression, diction, sentence structure, organization, and the treatment of content that indicate competent writing. The criteria which you may reasonably expect your students to meet are listed below.

Content
- Clear purpose or focus
- Specific and logical support for general ideas
- Original, substantial, and forceful ideas
- Sound conclusions based on convincing evidence

Organization
- Unity
  - Within each paragraph
  - Within the theme
- Coherence
  - Within each paragraph
  - Within the theme

Sentence Structure
- Exclusion, to a reasonable degree, of
  - Run-on sentences
  - Sentence fragments
  - Comma faults
  - Awkward sentences

Diction
- Clarity
- Simplicity
- Economy

Usage and Syntax
- Agreement
  - Subject-verb
  - Pronoun
- Consistency
  - Person
  - Tense
  - Tone
- Syntax

Mechanics
- Command, to a reasonable degree, of
  - Spelling
  - Punctuation
  - Capitalization

WRITING EVALUATION FORM

Occasionally you receive a paper which is so deficient that you refuse to accept it. The "Writing Evaluation" form has been designed to help you more easily and specifically indicate to the writer what problems are evident in the paper. It is strongly suggested that you attach this checklist to any paper which does not satisfactorily meet the competency criteria and that you require the student to revise and resubmit the paper. The master for the "Writing Evaluation" form is available in the Multilith Room and may be used by any faculty member or department at G.S.C.

WRITING EVALUATION

This paper has been assigned an R (revise and resubmit) because the writing is unacceptable. The following checklist explains the evaluation and is intended to help you to recognize your problem areas and to revise your paper. You must submit a satisfactory revision in order to receive credit for this assignment.

Your paper has not satisfactorily met the criteria which are checked below:

Content

- Clear purpose or focus _____
- Specific and logical support for general ideas _____
- Original, substantial, and forceful ideas _____
- Sound conclusions based on convincing evidence _____

Organization

- Unity
  - Within each paragraph _____
  - Within the theme _____
- Coherence
  - Within each paragraph _____
  - Within the theme _____

Sentence Structure

- Exclusion, to a reasonable degree, of
  - Run-on sentences _____
  - Sentence fragments _____
  - Comma faults _____
  - Awkward sentences _____

Diction

- Clarity _____
- Simplicity _____
- Economy _____

Usage and Syntax

- Agreement
  - Subject-verb _____
  - Pronoun _____
- Consistency
  - Person _____
  - Tense _____
  - Tone _____
- Syntax _____

Mechanics

- Command, to a reasonable degree, of
  - Spelling _____
  - Punctuation _____
  - Capitalization _____

COMMENTS: _____

_____

_____

_____

_____

Date Due: _____

CORRECTION SYMBOLS

SUGGESTED SYMBOLS

The following list of symbols can be used to indicate problems in student papers. Although this list by no means comprises all the kinds of stylistic and mechanical faults one might find on student papers, these symbols can point out the most significant problems, those which are most commonly found in student writing.

Agr	-	agreement
Cap	-	capitalization
Cl	-	clarity
Coh	-	coherence
D	-	diction
Econ	-	economy
P	-	punctuation
SS	-	Sentence structure
	CF -	comma fault
	Frag -	fragment
	M -	modification
	RO -	run-on
	// -	parallelism
Sh	-	shift
Sp	-	spelling
Syn	-	syntax
W	-	wrong word
¶	-	paragraph

EXPLANATIONS AND EXAMPLES OF SYMBOLS

The following explanations and examples of the correction symbols may help in standardizing their use throughout the college. All examples, except those of syntax, have been taken from G.S.C. students' papers.

Agr - AGREEMENT

The subject and verb of a sentence should agree in person and number; a pronoun should agree with its antecedent in person and number. Elements that disagree are underlined.

Subject-verb

1. The patients feel that the control of their lives are no longer in their hands.

2. Recommendations from satisfied club owners is also a good step toward convincing the club owners that we are good for his club.

Pronoun

3. Recommendations from satisfied club owners is also a good step toward convincing the club owners that we are good for his club.

4. The patient now wonders why it couldn't have been the old guy next door or anybody else.... Their behavior becomes extremely irritable.

Cap - CAPITALIZATION

Incorrect capital or lower case letters are circled.

1. He did the human thing, thinking, "well, why not try to get it if I can?"

2. Since the dawn of the Atomic Age, Atomic Energy has been associated with a bomb.

Cl - CLARITY

The meaning of a sentence is often unclear because of the writer's imprecise phrasing or ambiguous structure. Fuzzy thinking usually causes fuzzy writing.

1. Why should students sacrifice their education because of the teachers educated to provide it?

2. For the sake of this decision [Nixon's pardon], any sense of value, such as justice, is shunned.

3. In this my third year, I have not met more than twenty people who have class on Friday. That's unheard of and understandably so after Thursday nights here.

Coh - COHERENCE

Sentences and paragraphs may not flow smoothly because of a lack of logical development, or parallelism, or of appropriate transitional devices.

The following paragraphs lack unity and coherence. Notice that the writer of the first example discusses three topics in one paragraph: the role of the computer in instruction, the problem with operating the computer, and students' use of the computer. The writer of the second example has shifted the discussion in the first paragraph from personality to physical features and in the second paragraph from personal feelings to the character's relationship with others.

1. Computer-assisted instruction (CAI) may be common practice by 1985. It will change the teacher's role and function rather than diminish it. It supplements and expands conventional teaching -- doesn't replace it. It is still in the developmental stages. Computers are becoming vastly difficult to learn how to operate and expensive. Students will use computer terminals instead of arithmetic workbooks for drill and practice. The computer will tell the student if he is right or wrong and can be programmed to give him more practice in whatever skill he is weak in. This avoids the monotony of endless supervision.

2. I never liked him from the beginning because he was two-faced and you couldn't trust him. He looked older than he was, because the top of his head was bald. To add to his stupid features he had a goatee and wore a size fifteen shoe.

He never liked me but it didn't bother me unless he tried to make a fool out of me. Now that I am out of high school I feel sorry for the kids in the band because he is leading them down the path to failure like the other bands he had.

D - DICTION

Jargon, pretentious language, and inappropriate use of passive voice are diction problems. These most often result from the writer's effort to create a tone which many students think their teachers expect. Discourage this "Engfish" (Ken Macrorie's term); encourage a natural tone, a clean, simple phrasing.

1. I also agree that they should fight for benefits as inflation naturally affects the practicality of benefits.

2. Perhaps the reasons blocking teacher advancement in the field of strategical picketing should be examined.

3. They [teachers of America] have earned their positions by subjecting a great portion of their lives to rigorous formal training and a constant flow of perpetual updating. . . The ideal teacher cannot stop the process of his own betterment if he expects to remain successfully within the competitive field. But can the teacher who has for so long been regarded as the unmoving and virtuous guardian angel of youthful America strike?

4. The pardon of Richard Nixon is an example where a man's pardon reflects a lacking sense of justice.

5. It's quite obvious now that even this paper possesses a style of its own. It is a formal paper and probably not as the teacher hoped it to be. But my mind was directed to such a style and it is one I hope to project.

Econ - ECONOMY

Wordiness caused by needless repetition, redundancy, circumlocution, etc. is a common problem in student writing. As time and energy permit, you might edit wordy writing

as demonstrated in the examples. At least label the wordy phrasing with an "Econ."

1. At different spots throughout the park, ~~there are~~ overlooks ~~that~~ provide breathtaking views of other mountains and valleys.

2. I ~~Singing was~~ always loved to sing ~~something I loved to do~~, whether ~~it was~~ in church, in various high school groups, or just ~~singing~~ for a group of friends.

3. For instance, it a candy company wants to reach children. It ~~will~~ should buy ~~reach children if it buys~~ time on Saturday morning cartoon shows, not "Mary Hartman, Mary Hartman."

4. The flight took about five hours ~~before landing time~~.

5. Her ~~She has a~~ warm personality ~~which~~ makes a stranger feel welcome.

P - PUNCTUATION

Punctuation errors may be merely circled. You might choose to make the corrections within the circles.

1. The scholar pursues learning reaching high literary or scientific attainments. . . . In English universities, a scholar is an undergraduate who belongs to the foundation of a college and receives support in part from its revenues.

2. He (Hegel) concludes that punishment does not lead to an accidental good.

3. The moral issue is a very touchy aspect, and a persons particular beliefs, religious or not, will determine the value placed on capital punishment.

4. When we think of immediate satisfaction of justice, lets make sure we have justice in mind.

SS - SENTENCE STRUCTURE

Sentence structure problems are of several types. You may label all of them with the general "SS" symbol, or you may wish to indicate the problems more specifically with the following symbols:

CF - Comma Fault

Some students will use a comma instead of a semicolon or a period between two independent clauses. Although the comma is occasionally acceptable between two short and well-related clauses, it most often cannot do the work of the period or semicolon. Comma faults are circled.

1. The discos are the same as in America, even the music and the dancing are the same.

2. The Shenandoahs are beautiful, trees protect them, the fragrance of mountain lilies is pleasing, the air is stimulating, they are unforgettable.

Frag - Fragment

Although some sentence fragments are stylistically acceptable, your own judgment will help you to determine which fragments are unacceptable incomplete sentences. Fragments are enclosed by parentheses.

3. The tour was your average tour. (Telling about the paintings on the wall that were painted four hundred years ago.) The guides acted like the artist was the guy next door. (When in truth you've never heard of him.)

4. There are windows at the far end of the hallway. (Gigantic panes of glass, four feet in width and ten feet in height.)

5. (After looking over my four years as an English student.) I have to wonder if other students

didn't also experience a similar situation in high school.

M - Modification

Misplaced or dangling modifiers have imprecise and often humorous results.

6. The stewardess was waiting at the top of the stairs dressed in blue slacks, with matching orange cap and jacket.

7. Strapped tightly in my seat and gripping the arm rests so tightly that my knuckles turned white, the plane roared down the runway.

8. After endless seconds of lip-biting and nail-chewing, the plane leveled off.

9. After boarding an old Trailways bus, we headed off for a tour of the city before going to the hotel which received slight disapproval from the tired group.

10. We finally reached the mountain top with blistered feet and tired bodies.

RO - Run-on

A sentence runs on when two independent clauses are combined as one.

11. When we returned to the hotel, bedcheck was taken/then the real fun began.

12. He feels a clean form of gambling if the best way to attract people/a lot of law enforcement will keep the city legal and safe.

// - Parallelism

Phrases and sentences, expecially in a series, often lose balance in structure and/or thought.

13. In high school, shouldn't they also be taught how to keep a checkbook, current utility expenses, how to find a place to live, costs of food, and the criteria for financing a car and home?

14. I felt proud, very relieved, and also a sense of accomplishment.

Overloaded Sentence

The overloaded sentence occurs when the writer has not clearly sorted out his thoughts – his main and subordinate ideas. Although this type of error is not listed on the correction symbol sheet, you may want to indicate such sentences to your students.

15. Contained in the page ahead are objective criticisms of the schools today and things that are being done to enable schools to fill the demands of today's students who are much different than students ten years ago in terms of independence and things that are available to them.

Note: A convoluted structure which cannot be easily identified may be simply labeled "SS."

16. The "do your own thing" notion pervaded most young persons' thought patterns on life, so by an institution telling a student that he must come to class will naturally cause waves.

17. America's society, being of a homogamy pattern, a person marries someone from the same social class, is another example of the caste system in America.

Sh - SHIFT

The student writer often has difficulty with consistency of person and verb tense. A common shift in exposition is to the second person. Inconsistent elements are underlined.

In Person

1. It took three years of experience to master the art of booking my band into a night club. The first step is getting a picture of the band, and a list of clubs where the band has previously worked, in the mail to the club owner you are trying to deal with.

2. If the club owner wants to hear the band but can't make it out to the club we're working at, then you have to set up a time when the whole band can come to the club and audition.

3. People who practice hatha yoga are usually working toward several goals. Practicing specific postures daily will benefit you.

4. Our normal breathing is shallow and irregular . . . . Each time you practice breathing, you increase the time you spend doing it.

In Tense

5. Mary Lucinda Saunders Dorsett emerged in 1933 as a thoughtful, contemplative, maternal and homeloving person. She is plump and has long dark brown hair parted on the side. Mary spoke in a very sentimental voice. The things she would say would usually depress and upset the other selves.

In Tone

6. Members of management volunteered opinions which cautioned against strong approaches to this matter [sales feedback]. The overly interested salesman can become a pest and in some cases, a suspected con-artist.

Sp - SPELLING

Spelling errors need only be circled.

1. Feelings of rejection, isolation, and insultation lead to boredom, lonliness, inactivity, and indignity.

2. Foreign countrys felt no change by his resignation.

3. But their is one link among the victims: they all participated in a convention held at the Bellevue-Stratford.

Syn - SYNTAX

Egregious syntactical errors which should be pointed out to students are omissions of the noun plural, the noun possessive, the past or participal ending, the auxiliary, or the verb "to be." The same syntactical error may appear rather consistently on a student's paper. It is important, therefore, that this be considered as the repetition of a single syntactical error and not as individual spelling errors. Syntactical errors are circled.

1. There are many good reason for this kind of action.

2. That is Mr Brown house.

3. He burn a hole in his pants yesterday.

4. He was listen to the radio.

5. It was an undevelop country.

6. They been telling me that all my life.

7. He a good boy.

W - WRONG WORD

The choice of the wrong term can also result in humorous phrasing. Students sometimes outdo Mrs. Malaprop and Archie Bunker. Wrong words are underlined.

1. Their [the teachers'] purpose is to dispel knowledge, the stu-

dents' to grasp a part of it.

2. My question has always been how does the death penalty answer the problems of crime and lead us to a more concise understanding. It seems to me this brings to light the contradiction that must be asked by each one of us.

¶ - PARAGRAPH

This symbol is used to indicate where a new paragraph should begin. "No ¶" indicates where the writer has incorrectly paragraphed.

TERMINAL COMMENTS

It is strongly suggested that you make a few general remarks on each student paper and that these remarks include some brief reaction to the quality of the writing. Students pay much attention to these terminal comments. They pay even more attention if these remarks include some reference to the positive aspects of the writing as well as to the negative. (See illustrations on sample student papers.)

* *

THE WRITING ASSIGNMENT

In addition to bemoaning the writing problems they encounter, students often complain that they do not understand their assignments, what it is they are being asked to produce. This lack of understanding may result in unfocused, incoherent papers. It can help them be both more efficient and more effective if their instructors take the following steps:

1. Clearly explain each assignment --the reaction paper, the position paper, the critical review, the summary, the report, the lesson or unit plan, the lab report, the research paper, etc. Many instructors find it helpful to prepare a handout which explains the specific nature and purpose of the assignment and provides guidelines concerning technique and format.

2. Provide two or three good examples of the completed assignment -- former students' papers or one prepared by the instructor.

3. If appropriate, require that every paper include a thesis statement and at least a brief outline of the main ideas. For example, a paper about faculty responsibility toward student writing might include the following thesis and outline:

> Thesis: Because faculty members generally agree that student writing is the responsibility of instructors in all disciplines, the college will assist the faculty in meeting this responsibility.
>
> I. Survey results
> II. Description of guidebook for faculty
> III. Description of follow-up workshops for faculty

* *

THE RESEARCH PAPER

One of the most common college writing assignments is the research paper. But it may surprise you to realize that not all of your students have received formal training in research technique and the mechanics of presentation. Such training at G.S.C. is offered in Fundamentals of Communication 102, which is not required of all students. Your students may need your help in preparing an effective research paper in your discipline. It is strongly recommended, therefore, that you prepare a handout which explains the assignment -- the purpose, specific requirements, format, etc. To your own requirements and suggestions you might add the following:

1. Indicate clearly whether you are assigning a formal research paper (Sample Student Paper 3) or an essay which uses research (Sample Student Paper 2).

2. List dates when preliminary assignments and final draft are due. (Note: Although many students can put together the semblance of a research paper in one "all-nighter," most students need several weeks to produce good research and good writing. Remember to allow sufficient time for the formal research paper assignment.)

3. Specify which documentation format you will accept. Do you want footnotes placed at the bottom of each page, or will you accept a footnote page at the end of the paper? Will you accept body notes? (See Sample Student Paper 2 for illustration of the use of body notes.) Is the MLA form acceptable to you?

4. Require that each paper include a thesis statement and outline page. (See Sample Student Paper 3 for illustration.)

5. Require that all papers be typed.

Most students who have formally studied research technique and presentation have learned to prepare a research paper by being guided through certain prescribed steps. This procedure results in more effective papers and also discourages plagiarism. It is strongly suggested, therefore, that you require your students to submit the following preliminary assignments:

1. Restricted topic: Students may need your help in restricting a broad topic (suicide, for example) to one that is appropriate for undergraduate research (causes of adolescent suicide). Require that students submit restricted topics for your approval.

2. Preliminary bibliography: Students should submit a preliminary bibliography of several sources, depending on the length of the paper assigned. They may need your help in compiling this bibliography in specific areas.

3. Tentative thesis and outline: Students should also submit a proposed thesis statement and outline of the major topics of the paper.

A word about plagiarism: Although requiring preliminary assignments for the research paper may discourage the use of "borrowed" papers, there still exists the problem of "borrowed" sentences and paragraphs and even whole sections of papers. Insist on appropriate and complete documentation. Refuse to accept even a sentence or a paragraph which is obviously not in the writer's own voice and which has not been documented.

SUGGESTED RESEARCH MANUALS

You may want to recommend to your students a good research manual. The following have proven effective:

Campbell, William Giles and Stephen Vaughan Ballou. Form and Style: Theses, Reports, Term Papers. 4th ed. Boston: Houghton Mifflin Co., 1974.

Coyle, William. Research Papers. 4th ed. Indianapolis, Indiana: The Odyssey Press, Inc., 1976.

Turabian, Kate. A Manual for Writers of Term Papers, Theses, and Dissertations. 4th ed. Chicago: University of Chicago Press, 1973.

RESEARCH PAPER RATING SHEET

The following checklist may be used in evaluating the writing technique and research mechanics of your students' papers. The master for this "Research Paper Rating Sheet" is available in the Multilith Room and may be used by any faculty member or department at G.S.C.

* *

"Most people who bother with the matter at all would admit that the English language is in a bad way, but it is generally assumed that we cannot by conscious action do anything about it. Our civilization is decadent and our language – so the argument runs-- must inevitably share in the general collapse."

George Orwell

* *

"However, before seeking the particular order in which actually to present his thoughts, the writer must first form another more general and more absolute order, where only primary aspects and fundamental ideas shall enter. It is in fixing their places in this prior plan that he sees his subject growing circumscribed, and comes to realize its true extent; and it is by keeping these first outlines continually before him that he is able to determine the proper intervals between the main ideas, and develops the accessory and intermediary ideas that shall serve to fill in."

Georges Louis Leclerc, Comte de Buffon

RESEARCH PAPER RATING SHEET

DATE_____ STUDENT'S NAME_____

	GOOD	AVERAGE	POOR
Content			
Clearly restricted thesis			
Specific, logical and convincing evidence			
Sound Conclusions			
Organization			
Final outline in paper			
Unity			
Coherence			
Writing			
Sentence structure			
Diction, usage, and syntax			
Mechanics (spelling, punctuation, and capitalization)			
Research Paper Mechanics			
Footnote Form			
Bibliography Form			
Manuscript Form			
Documentation			
Appropriate and complete acknowledgement of sources			

Final Grade_____

COMMENTS_____

_____

_____

_____

_____

THE ESSAY QUESTION

Responses to essay questions on examinations present particular kinds of writing problems, the most pressing of which is insufficient time. Students are asked to analyze, synthesize, summarize, discuss, react, defend, illustrate, apply, describe, etc. That is, they are asked to communicate in an essay that they have grasped general concepts within a discipline – usually in 75 minutes.

It is important, however, that students are required and, more important, given the opportunity to demonstrate that they are articulate in a subject area. This means that in most fields of study, the essay question is a must on an exam. It also means that instructors should help students to make the most of this opportunity. The following suggestions are offered to help faculty help students through the essay question:

1. Provide sufficient time for each essay. If possible, note on the exam the amount of time allotted for each response.

2. Suggest that students make a rough outline and rough draft of each response.

3. Require, when appropriate, that each response begin with a thesis statement and general outline of the essay.

4. Require that each response be legible and literate. Although these hurriedly prepared essays may not meet the same criteria required of other student writing, they should at least be clear and coherent.

5. Before the exam, help students meet the demands of time and literacy by providing them with samples of the kinds of essay questions they may be asked on an exam and by reviewing several sample responses with them.

* *

ADVISING INFORMATION

LEARNING SKILLS CENTER

You may find students, even upperclassmen, with serious writing deficiencies. These students should be referred to the Learning Skills Center in Memorial Hall. There a trained counselor will diagnose the deficiencies and arrange for tutorial help. You may contact the Center at extension 5273 or 5274.

WRITING HANDBOOKS

You may want to recommend a writing handbook to your students. Many good handbooks are available. Among them are the following:

Crews, Frederick. The Random House Handbook. 2nd ed. New York: Random House, 1977.

Gorrell, Robert M. and Charlton Laird. Modern English Handbook, 6th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Hodges, John C. and Mary E. Whitten. Harbrace College Handbook. 8th ed. New York: Harcourt Brace Jovanovich, Inc., 1977.

Perrin, Porter G. and George H. Smith. Handbook of Current English. 3rd ed. revised by Jim W. Corder. Glenview, Illinois: Scott, Foresman and Company, 1968.

WRITING COURSES

Some students may need or desire additional writing courses. The following course descriptions should help you in advising these students:

GENERAL COMPOSITION COURSES

Improving Personal Writing Skills - This developmental course prepares students with writing difficulties to take the required Fundamentals of Communication 101. The course focuses on basic principles of unity, support, and organization and reviews the fundamentals of grammar, punctuation, and usage. Students are admitted to the course on the basis of a placement test.

Fundamentals of Communication I - This course is intended to fulfill the competency requirement. Students are required to write a series of compositions involving the skills of expository, descriptive, narrative, and persuasive writing.

Fundamentals of Communication II - Although this is primarily a speech course, it also includes some composition work, continuing the skills developed in the preceding course, and a unit on the research paper.

Expository Writing - Intended for English majors, this course concentrates on the devices, techniques, and evaluative standards of expository prose. The course fulfills the writing competency requirement for English majors.

*Advanced Writing - This course is open to all students interested in additional practice in descriptive, narrative, expository, and argumentative writing. Students experiment with sentence structure, paragraph structure, language levels, imagery, dialogue, characterization, point of view, etc. Future teachers will also receive some instruction in theme evaluation.

*Occupational Writing - This course is intended to give juniors and seniors practice in the specific writing tasks they will encounter in their vocational lives. Assignments include writing resumes, recommendations, proposals, memoranda, self-evaluations, technical reports, etc. Activities are designed to meet students' individual career plans.

SPECIALIZED WRITING COURSES

These courses are not appropriate for students with writing problems. They should be taken only by students with satisfactory writing skills who are interested in these special areas.

Journalistic Writing I - An introduction to the types of writing used in the field of journalism, this course covers lead writing, various forms of news stories, interview techniques, feature stories, headlines, and editorials.

Journalistic Writing II - This course includes page make-up, copy-editing, sports writing, column writing, and reviewing, as well as further practice in areas covered in Journalistic Writing I.

Creative Writing I - Half of the semester in this course is spent in the study and writing of poetry: the other half concentrates on fiction and writing a short story.

Creative Writing II - This course includes longer fiction and playwriting.

*Highly recommended for students who have completed Fundamentals of Communication I and wish to refine overall writing ability.

EXEMPTIONS

A student may be exempted from the writing competency requirement by submitting to a test administered and evaluated by the Communications Department. Students wishing to apply for exemption should be referred to the Communications Department. The CLEP test may not be used to exempt a student from Fundamentals of Communication 101.

* *

A FINAL SUGGESTION

It is strongly suggested that you require that all papers be typed. Students tend to edit and proofread typed papers more efficiently, and you will read and evaluate them more easily-- and willingly.

* *

"It is not enough to strike the ear and hold the eye; one must work on the soul, and touch the sensibilities by addressing the mind."

Georges Louis Leclerc, Comte de Buffon

* *

"Still, it remains true that since nothing is more important to a society than the language it uses – there would be no society without it -- we would be better off if we spoke and wrote with exactness and grace, and if we preserved, rather than destroyed, the value of our language."

Edwin Newman

* *

AFTERWORD: SOME THOUGHTS ON GRADING

My first inclination was to exclude from this guidebook any discussion of the grading of student writing. Grading has been, however, one of the major concerns of the faculty and students with whom I have discussed this project. I offer here, therefore, merely some personal thoughts about the grading of written work.

In my utopia, grades would never be assigned to any student's writing efforts. Students would be self-motivated to improve and would willingly respond to their instructors' comments and suggestions on their papers. Far-fetched? Not necessarily. Many students already respond well to a P-R system of evaluating papers in writing courses. "P" symbolizes "pass," and "R" means that the student must "revise and resubmit" the paper to receive credit.

I have found that students react positively to the "R," although realizing that the "R" paper will be assigned an "F" if not satisfactorily revised and resubmitted within a specified time. I have also found that writing quality improves with the "threat" of the "R" and that most students attempt to "do it right the first time."

Writing behavior may change because of the threat of the "F," but a positive attitude toward good writing results from a more positive approach and patient, non-threatening criticism. And a positive attitude is necessary to consistently good writing behavior. Moreover, writing is a creative process. Like all creative endeavors, writing requires discipline. But it also requires an amount of freedom, the freedom to experiment with ideas and techniques without the constant and awesome threat of failure.

I also want to comment on the weight I assign to the various criteria on the "Writing Evaluation" form. The criteria are listed according to their importance to the final product. Thus, content is listed first, with organization a close second. Sentence structure, diction, usage and syntax follow in order of importance. It is significant that mechanics – spelling, punctuation, capitalization – are listed last and may thus be considered least important. I did not say unimportant! But I question the practice of judging writing quality only by the number of mechanical errors on a student's paper. When a magic number of spelling or punctuation errors results in automatic failure, students reasonably infer that to spell and punctuate correctly is far more important than to say something significant in a clear, coherent, concise manner.

My fear has been that faculty and students alike would see this guidebook as an attempt to "crack down" on students with writing deficiencies. That is not its purpose. Rather, I hope that the quality of student writing will improve because G.S.C. faculty in all departments will demand writing which meets the criteria of competency, that all faculty will help students to meet this demand, and that students will respond positively to this demand. These goals require that our students know that we will reject unsatisfactory writing, not that we will fail it.

* *

"Those for whom words have lost their value are likely to find that ideas have also lost their value."

Edwin Newman

* *

"Perhaps of all the creations of man language is the most astonishing."

Giles Lytton Strachey

* *

SAMPLE STUDENT PAPER #1

Advertising in Society

The first half of the first ¶ suggests an informative paper. The second half is an opinion which is your thesis?

Advertising is a form of describing or presenting a product, organization or idea in some medium of communication in order to induce the public to buy, support or approve of it. Advertising can be seen almost everywhere we look every day in magazines, television, signs, billboards, radio and gimmicks. Most types of advertising is straight forward in telling you about their products while some others hide important facts. Some advertisers just tell of the good facts of there products. (While the bad facts are hidden.)

Is this a direct quote?

Agr.

Frag.

What is the significance of this ¶?

Since advertising has such a large effect on the public a great deal of maney is spent each year on it. Without advertising the produce would lose money. Millions of dollars are spent each year in the campaign to sell products. But this isn't to say that the product does not make up all the money that it puts out.

Cl.

Agr. Advertiser have various ways of getting across their messages. It could be a jingle that everyone goes on singing for days. Everyone must know the Campbell soup jingle/RO other ways may include a survey ~~that during~~ by which the survey they found their products most preferred by users. Another way is a test made by doctors and which ones they preferred to use/RO another one may have some star or famous person saying that they use the product and see what it does for them. All these are ways that the advertiser get across his message about his product.

?

who?

Cl.

Agr.

Agr.

(One sure way that was found to sell a product but was later canned.) They used it in movie theaters/RO they would flash some kind of food that they had to sell during intermission for one or two frames during the movie. The eye would not pick this up but the subconscious would. So during intermission everyone would run to get something to eat, not

Frag.

who?

Both of these to are about subliminal advertising combine.

Shift in person

knowing why. As you can tell this would be tricking the public. So you can see what could be done with this method if it was carryed to any other forms of media.

w

Another aspect of advertising that I have found is a message hidden some were in the product. This is used in magazine advertisments. Usually these things are words such as sex. (Which was found written in some ice cubes which were a part of a set-up for a liquor advertisement.) Things are implied which at first glance can not be seen. But after being trained to spot them you can find this sort of thing in a lot of advertisements. They are putt there for the sole purpose of catching the viewers unconsious. They may just be flipping thru the magazine and not even read the ad but their unconsious see this. This is one form of advertising which I think can be very harmful if not used correctly. Think what can be done with this sort of thing. A lot of people could be brainwashed by it.

Frag

Shift in person

Agr

Cl

Cigarettes were taken off television a couple of years ago because it had been found that smoking caused cancer. Because television has such a great effect on the public they knew that this possibly was one way to cut down on smokers and maybe help save some lives.

This ¶ needs development!

The public is tricked into a lot of things the average American does not know that much about what is said. They go out and buy products that are never going to work but they don't know that. (Such as advertisements in the back of magazines which says it will make your hair grow longer.) Such advertising is flase and should be taken off the market.

RO

Cl

Agr

Proof? agr.

Proof?

It sometimes has been said that the Madison Ave. rat race doesn't care what they say or do because they have too much at stake. I believe this is true to a certain point. Advertising is good to a certain point. (The point being were things start not to be true about their product.) Some people believe that Madison Ave. is going to die in a short while.

Cl - Define this

Agr

Frag/Cl

Cl

I don't think this is true. As long as you have business wanting to sell their Agr products there will always be a Madison Avenue. Advertising is a vast field which handles quite a lot of money in our culture.

Concluding ¶ also contains at least two ideas. What is your thesis?

WRITING EVALUATION

This paper has been assigned an R (revise and resubmit) because the writing is unacceptable. The following checklist explains the evaluation and is intended to help you to recognize your problem areas and to revise your paper. You must submit a satisfactory revision in order to receive credit for this assignment.

Your paper has not satisfactorily met the criteria which are checked below:

Content	
Clear purpose or focus	✓
Specific and logical support for general ideas	✓
Original, substantial, and forceful ideas	✓
Sound conclusions based on convincing evidence	✓
Organization	
Unity	
Within each paragraph	✓
Within the theme	✓
Coherence	
Within each paragraph	✓
Within the theme	✓
Sentence Structure	
Exclusion, to a reasonable degree, of	
Run-on sentences	✓
Sentence fragments	✓
Comma faults	
Awkward sentences	✓
Diction	
Clarity	✓
Simplicity	
Economy	
Usage and Syntax	
Agreement	
Subject-verb	✓
Pronoun	✓
Consistency	
Person	
Tense	
Tone	
Syntax	
Mechanics	
Command, to a reasonable degree, of	
Spelling	✓
Punctuation	✓
Capitalization	

COMMENTS: Bob

Please outline this paper to indicate the thesis and the main and supporting ideas as you see them. Then let's discuss the outline before you revise the paper.

Date Due: _____

SAMPLE STUDENT PAPER #2

Gamblingitus

Gamblingitus

Thesis: Gambling is rapidly becoming an epidemic in the United States.

Gambling is rapidly becoming an epidemic in the United States. Both legal and illegal gambling are the fastest growing commercial activities in the U.S. because people enjoy taking chances, whether they consciously know it or not. Spell out. 44 states have some form of legalized gambling, and the kinds are growing all the time (1,54). The latest estimate is that two out of every three Americans gamble - a total of 98,000,000 people! (2.4) Accuracy?

This significant increase in gambling is consequently raising our crime rate, family problems related to excessive gambling, and the problem of the compulsive gambler, and organized crime. Have you given evidence of an increase or merely a current estimate of size?

There is more to gambling thatn just taking a chance. In order to control the gambling epidemic, it is important to know why people like to gamble.

Econ ~~A great number~~ Many of people gamble as a way of entertainment. For example, the Catholic church sponsors bingo, to raise money, and to entertain its members. Some people enjoy placing bets on a certain football team or other sporting event. Many believe in gambling as an alternative to paying more taxes. Lotteries are supposed to raise revenue and keep tax increase to a minimum. However, the lottery only returns an average of 40¢ for every dollar to the state, 45¢ goes toward prizes, and 15¢ is swallowed by the cost of ~~the business and~~ administration. (1,55) Ralph Batch, Illinois lottery superintendent states, "It (lottery) costs more than collecting the sales tax. But not many people enjoy paying taxes. The lottery is voluntary, it generates revenus, and it provides entertainment." (1.55)

CL

One footnote will suffice here

People enjoy gambling to the point where they can't see the damaging effects that gambling can have on society (closing their minds to the problems it creates.) Frag

Family problems sometimes stem from excessive gambling. When a member of the family spends money that the rest of the family needs, the family begins to resent him/her. This can be directly related to the compulsive gambler who cannot resist the temptation of making a bet, or taking a chance. This person usually ends up in debt and sometimes in trouble. He is a sick person, and needs help just as an alcoholic, or drug addict. Even though fewer than 1% of a polled group are compulsive gamblers, about 2.3% are potenial addicts to the habit. (2.4) Yet, our country has practically overlooked the problem. Another related, and even more serious problem is the Mafia. Organized crime members are heavily involved in illegal gambling. The Mafia has a great amount of control over various gambling operations, especially in the casinos. At least five out of the big twelve casinos are believed to have ties with organized crime. (1.58) It is predicted that the Mob will move into Atlantic City casinos since casino gambling was recently made legal there. (1.54) If and when they settle in Atlantic City, it is very possible for them to control the city, and even the state. (1.54) Hopefully, this will not happen.

In Las Vegas?

Gambling is like a contagious disease. The temptation to follow your neighbor is always there. If one type of gambling is working for New York, people in New Jersey can't see why it wouldn't work for them. The attitude, "if it works for them, it has got to work for us," has caused gambling to sweep almost the entire country within 10 years. (1.54) The spread is bound to receive some attention and concern, in order to examine gambling more closely. All we can hope for is that: (1) the states will not allow 24 hour gambling, (2) no one under 21 should gamble, and

Cl

(3) state betting operations will not encourage gambling as they do now.

(1.65) Gamblingitus can be kept under control if we show some concern and help to do our share in discouraging gambling. This new idea is unnecessary and inappropriate. Don't preach.

Bibliography

1) Demarest, Michael. "Gambling Goes Legit." Time ~~Magazine.~~ December 6, 1976. pp. 54-65.

2) Sulkin, Sidney. "Are we a Nation of Gamblers?" Changing Times, November 1976, pp. 4.

Check form for bibliography

Carol,
You have used your sources well to support your main ideas, and the overall organization of the paper is good. However, you could work on paragraph unity and coherence.
Proofread more carefully.

SAMPLE STUDENT PAPER #3

Adolescent Suicide

Adolescent Suicide

Thesis: Youthful suicides are commonly the product of mental illness and family problems.

I. Statistics

A. Adult suicide attempts

B. Adolexcent suicide attempts

C. Suicide among men and women

II. Mental Illness

A. Schizophrenia

1. The unaccepting patient

2. The dependent satisfied patient

3. The dependent dissatisfied patient

B. Depression

III. Family problems

A. Death

B. Divorce and separation

C. Bad relationships

D. Case history

Youthful suicides are commonly the product of mental illness and family problems. Suicides are unpredictable, and are a threatening problem in the United States. In order to fully understand the meaning of suicide, and how it affects our society, ~~the term~~ suicides must be broken down into the attempted suicide, and the committed suicide. Someone who intends to commit suicide, but leaves room for a chance to be saved, is labeled a suicide attempter. However, the person who commits suicide actually dies.[1]

The number of attempted suicides exceeds the number of committed suicides by six times.[2] However, information on attempted suicides is not easily found, either because the attempter tries to cover it up, or others cover it up for him.[3] It has been proven that more men actually succeed in their attempts at suicide than women. Also, "almost 80 percent of persons who committed suicide had previously attempted or threatened it."[4]

Introduce quote

Among adolescents , the ratio of deaths to attempts is between 1:10 and 1:50.[5] It is more of a problem between ages 15 - 19.[6] In comparing adolescent suicides to adult suicides, the basic difference is that adults are more efficient.[7]

(Weak These statistics need our attention.) Coh Many questions come to mind when we hear about suicide. What makes an adolescent want to commit suicide?

Mental illness plays a large part in adolescent suicide. Schizophrenia and depression are the two most common forms.[8] Andre Haims' studies show that ". . . between 20% and 30% of suicidal adolescents are mentally ill . . ."[9] In a similar study by Balser and

Masterson,[3] ". . .23 out of 37 adolescent suicide attempters had been diagnosed as schizophrenic. . ."[10] There are three types of schizophrenia related to suicide: the unaccepting patient, and the dependent dissatisfied patient.[11]

The unaccepting patient is usually out of contact with reality and therefore does not realize he is sick. He is restless, hyperactive, and often assaultive.[12]

The dependent satisfied patient, on the other hand, realizes he is sick, and seeks help. He often feels guilty and inadequate. Like the unaccepting patient, he is also tense and restless, but rarely assaultive.[13]

The dependent dissatisfied patient knows he is sick, but he is not satisfied with hospitalization. He is depressed, tense, and hostile, often posing threats. This patient is different from the preceding ones in that he demands constant reassurance and attention.[14]

Although many suicide victims are schizophrenic, depression is common at the time they plan to commit suicide.[15] Depression is more common than in adult suicides; however, it remains a problem, especially when one experiences the death of someone close.[16] In a deep state of depression, one might commit suicide as a means of reuniting with a loved one.[17] Surprisingly enough, suicide because of? through depression usually occurs after the depression has lifted.[18] Cl

Adolescents often have a difficult time dealing with bad family situations. Consequently, many commit suicide ~~as~~ an escape from their parents. Children whose parents are dead, divorced, or separated are sometimes suicidal. Suicide is more common~~ly found~~ in Econ children of broken homes rather than in children of happy, normal families.[19] As a matter of fact, 70% of adolescent suicide attempters

were children of broken homes.[20] In some instances, the parents of suicidal children remarrried once or several times during the child's life.[21] [The child's reaction to this could be positive or negative, depending on the particular situation.] Prolonged illness and abandonment can also cause children to overreact and implusively attempt suicide.[22]

Age

Quite true! It adds little and destroys unity of ¶.

A case history of an adolescent suicide is needed here to feel the real impact of it.

Carla Brown attempted suicide on November 9, 1964, at the age of 15.[23] She had a poor family background. Her grandfather slit her grandmother's throat, her three aunts committed suicide, and her mother attempted suicide. Her great-grandmother was the victim of an ax-murder. At the time of the suicide attempt, Carla felt depressed because she was living home with her mother and step-father, whom she hated. Also, her gym teacher-confidant had been recently killed in a car accident. She decided to tell one person that she planned to commit suicide. One day in school, she took an over-dose of pain-killers. Carla is alive today, thanks to the school principal who rushed her to the hospital in time to have her stomach pumped.[24]

Quite an understatement here!

who?

There are many troubled adolescents living around us. Many may attempt suicide, and many will die. It is our responsibility to try to understand these people and their problems. Our society needs to improve its mental health programs, so that children who need their help can find it. There should be more family counseling centers. If we try to control the problems within the family, we can relieve some pressures that adolescents hold within themselves. The problem of

adolescent suicide should not be ignored or over-looked. Suicide is a horrifying ordeal. These children need to be saved before it's too late.

Your concluding ¶ could be more forceful, more specifically developed.

Footnotes

1 Norman L. Farberow and Edwin S. Schneidman, The Cry for Help (New York: McGraw-Hill, 1961), p. 19.

2 Ibid.; p. 4.

3 Ibid., p. 20.

4. Ibid., p. 28.

5 Adnre Haim, Adolescent Suicide (New York: International Universities Press Inc., 1974), p. 74.

6 Ibid., p. 63.

7 Ibid., p. 74.

8 Richard H. Seiden, Suicide Among Youth (Washington, 1969), p. 28

9 Haim, p. 185.

10 Richard H. Seiden, Suicide Among Youth (Washington, 1969), p. 28, qurting Balser and Masterson, 1959.

11 Farberow and Scneidman, pp. 81-82.

12 Ibid., pp. 83-84

13 Ibid., p. 85.

14 Ibid., p. 86.

15 Haim, p. 185.

16 Seiden, p. 28.

17 Seiden, qurting Faigel, 1966; Schechter, 1957; Toolan, 1962; p. 28.

18 Ibid., p. 28.

19 Heim, p. 167.

20 Jerry Jacobs, Adolescent Suicide (New York: Wiley Interscience, 1971), pp. 83-84

21 Ibid., p. 84.

22 Haim, p. 167.

23 Jacobs, p. 33.

24 Ibid., p. 36.

Bibliography

Farberow, Norman L. and Edwin S. Schneidman. The Cry for Help. New York: McGraw-Hill, 1961.

Haim, Andre. Adolescent Suicide. New York: International Universities Press Inc., 1974.

Jacobs, Jerry. Adolescent Suicide. New York; Wiley Interscience, 1971

Seiden, Richard H. Suicide Among Youth. Washington, D.C.: Government Printing Office, 1969.

RESEARCH PAPER RATING SHEET

DATE_____ STUDENT'S NAME_____

	GOOD	AVERAGE	POOR
Content			
Clearly restricted thesis	✓		
Specific, logical and convincing evidence	✓		
Sound Conclusions	✓		
Organization			
Final outline in paper	✓		
Unity	✓		
Coherence	✓		
Writing			
Sentence structure	✓		
Diction, usage, and syntax	✓		
Mechanics (spelling, punctuation, and capitalization)		✓	
Research Paper Mechanics			
Footnote Form	✓		
Bibliography Form	✓		
Manuscript Form	✓		
Documentation			
Appropriate and complete acknowledgement of sources	✓		

Final Grade B

COMMENTS Alice, This paper is readable and demonstrates good command of writing and research mechanics. You used your statistical evidence well to develop and support your main idea, but the section on bad family situations could have been more fully developed. Do you think that you could have developed a more appropriate conclusion, one that reasons more and preaches less?